



## SHARED GOVERNANCE COMMITTEE SELF-EVALUATIONS FOR ACADEMIC YEAR 2014-2015

Fall 2014 – Spring 2015

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# Shared Governance Committee Self-Evaluations for Academic Year 2014-2015

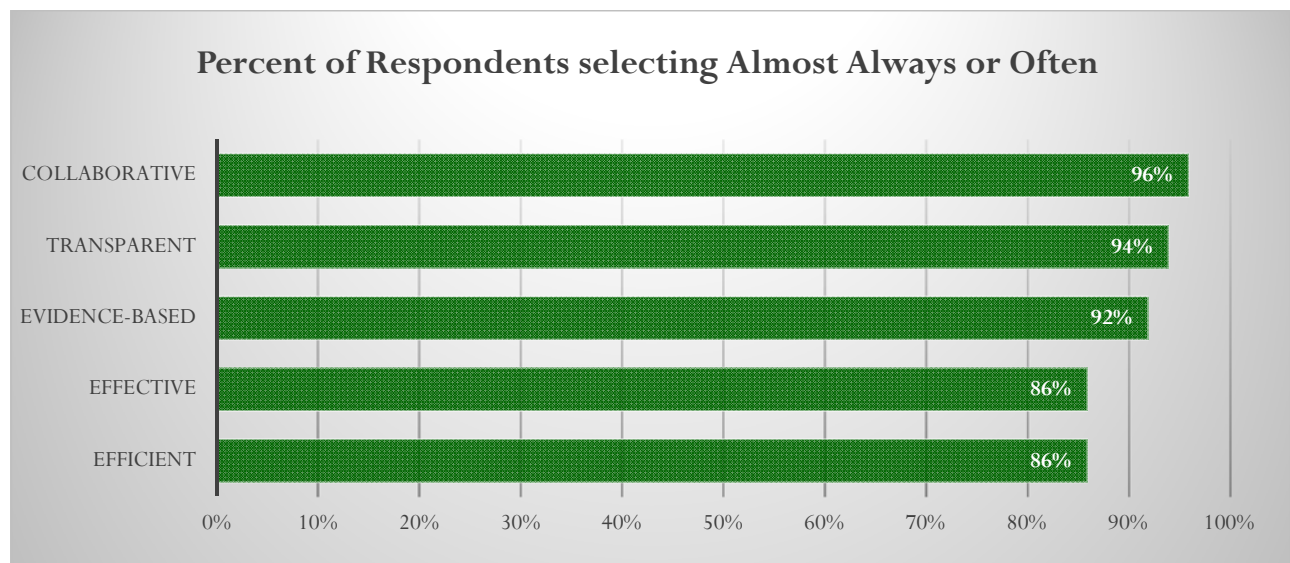
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## Introduction

According to Objective 6.1 of the Crafton Hills College (CHC) Educational Master Plan (EMP), the college will “implement and integrate planning processes and decision-making that are collaborative, transparent, evidence-based, effective and efficient.” At Crafton, committee structures constitute a major component of both planning and decision-making, so an important step in pursuing this goal is to ask committee members for their own observations about how well their committee’s processes, interactions, and outcomes during the 2014-2015 academic year reflect these characteristics. A closely related purpose of collecting this information is to improve the functioning of committees through professional development and other strategies.

## Summary of Results

- 96% of respondents felt that committees were collaborative often or almost always.
- 94% of respondents felt that committee work was conducted transparently often or almost always.
- 92% of respondents felt that decisions were evidence-based and relevant often or almost always.
- 86% of respondents felt that committee work was effective at reaching results often or almost always.
- 86% of respondents felt that committee discussions used time effectively often or almost always.



## Methodology

The Crafton Council in collaboration with the Office of Institutional Effectiveness, Research and Planning developed a survey, which was distributed to the chairs and conveners of every campus shared-governance committee in paper and online formats during the end of the Spring 2015 semester.

Committee members were asked to provide their opinions about the internal process, external interactions, and outcomes of each committee on which they served. Six demographic questions, 18 questions on 3 unique Likert scales, and 3 short-response questions were presented; all responses were optional.

The same survey questions and format from 2013-2014 was used in 2014-2015, providing the ability to compare results over time from the prior year.

## Findings

Table 1 summarizes the types of responses received. Eighty percent of the responses received were on paper and the remaining 20% from the online form. **A limitation of this is that only 49 responses were received in total.**

**Table 1: Type of response format received by committee**

Name of committee	Paper		Online	
	N	%	N	%
Planning and Program Review Committee	0	0%	2	100%
Crafton Council	6	100%	0	0%
Educational Master Planning Committee	8	88%	1	12%
Student Success, Engagement Management and Matriculation	8	72%	3	28%
Institutional Effectiveness, Accreditation, and Outcomes Committee	5	63%	3	37%
Learning Communities Steering Committee	6	86%	1	14%
Professional Development Committee	6	100%	0	0%
<b>Total</b>	<b>39</b>	<b>80%</b>	<b>10</b>	<b>20%</b>

Table 2 analyzes the results of the number of committee members who responded from each committee including changes in the response rate from the previous academic year. There were no responses for six of the committees in the 2014-2015 academic year. Forty-nine committee members from 7 committees responded, which is a decrease of 51 responses from the previous academic year.

**Table 2: Number of self-evaluations received by committee and year**

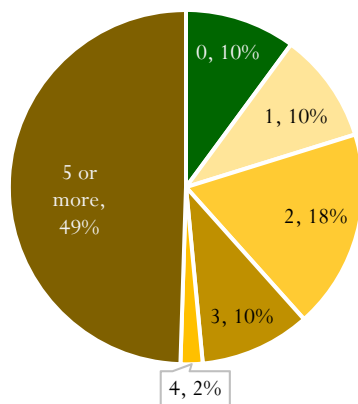
Name of committee	2013-2014		2014-2015		Difference	
	N	%	N	%	N	%
Planning and Program Review Committee	9	9.0%	2	4.1%	-7	-77.7%
Crafton Council	11	11.0%	6	12.2%	-5	-45.5%
Educational Master Planning Committee	9	9.0%	9	18.4%	0	0.0%
Learning Communities Steering Committee	5	5.0%	7	14.3%	2	40.0%
Safety	7	7.0%	0	0.0%	-7	-100.0%
Student Success, Engagement Management and Matriculation	9	9.0%	11	22.4%	2	22.2%
Institutional Effectiveness, Accreditation, and Outcomes Committee	7	7.0%	8	16.3%	2	28.6%
Budget Committee	6	6.0%	0	0.0%	-6	-100.0%
Education Policy	6	6.0%	0	0.0%	-6	-100.0%
Honors Steering Committee	5	5.0%	0	0.0%	-5	-100.0%
Classified Senate	5	5.0%	0	0.0%	-5	-100.0%
Curriculum Committee	11	11.0%	0	0.0%	-11	-100.0%
Professional Development Committee	10	10.0%	6	12.2%	-4	-40.0%
<b>Total</b>	<b>100</b>	<b>100.0%</b>	<b>49</b>	<b>100.0%</b>	<b>-51</b>	<b>-51.0%</b>

Table 3 and Figures 2 and 3 display the functional demographics of the respondents. A majority of the respondents plan to serve again on the same committee next year (84%), were not responsible for convening the committee (78%), and 45% of respondents were managers.

**Table 3: Committee member's position, role, years on the committee, plans to serve next year, and number of other committees**

Chair or convener	N	%	No. of other committees	N	%
Yes	11	22.4%	0	5	10.2%
No	38	77.6%	1	5	10.2%
<b>Total</b>	<b>49</b>	<b>100.0%</b>	2	9	18.4%
			3	5	10.2%
<b>Number of years served</b>	<b>N</b>	<b>%</b>	4	1	2.0%
New member this year	10	20.4%	5 or more	24	49.0%
2 years	12	24.5%	<b>Total</b>	<b>49</b>	<b>100.0%</b>
3 years	7	14.3%			
4 or more years	20	40.8%	<b>Position</b>	<b>N</b>	<b>%</b>
<b>Total</b>	<b>49</b>	<b>100.0%</b>	FT Faculty	18	36.7%
			Manager	22	44.9%
<b>Plans to serve next year</b>	<b>N</b>	<b>%</b>	Classified	7	14.3%
Yes	41	83.7%	Student	1	2.0%
No	3	6.1%	PT Faculty	1	2.0%
I don't know	5	10.2%	Confidential	0	0%
<b>Total</b>	<b>49</b>	<b>100.0%</b>	<b>Total</b>	<b>49</b>	<b>100.0%</b>

**2: Number of other committees on which you Serve**



**Figure 3: Primary function at CHC for 2014-15**

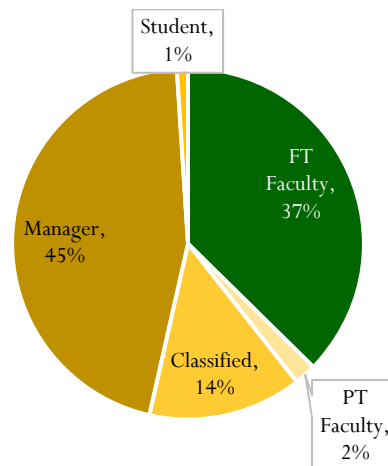


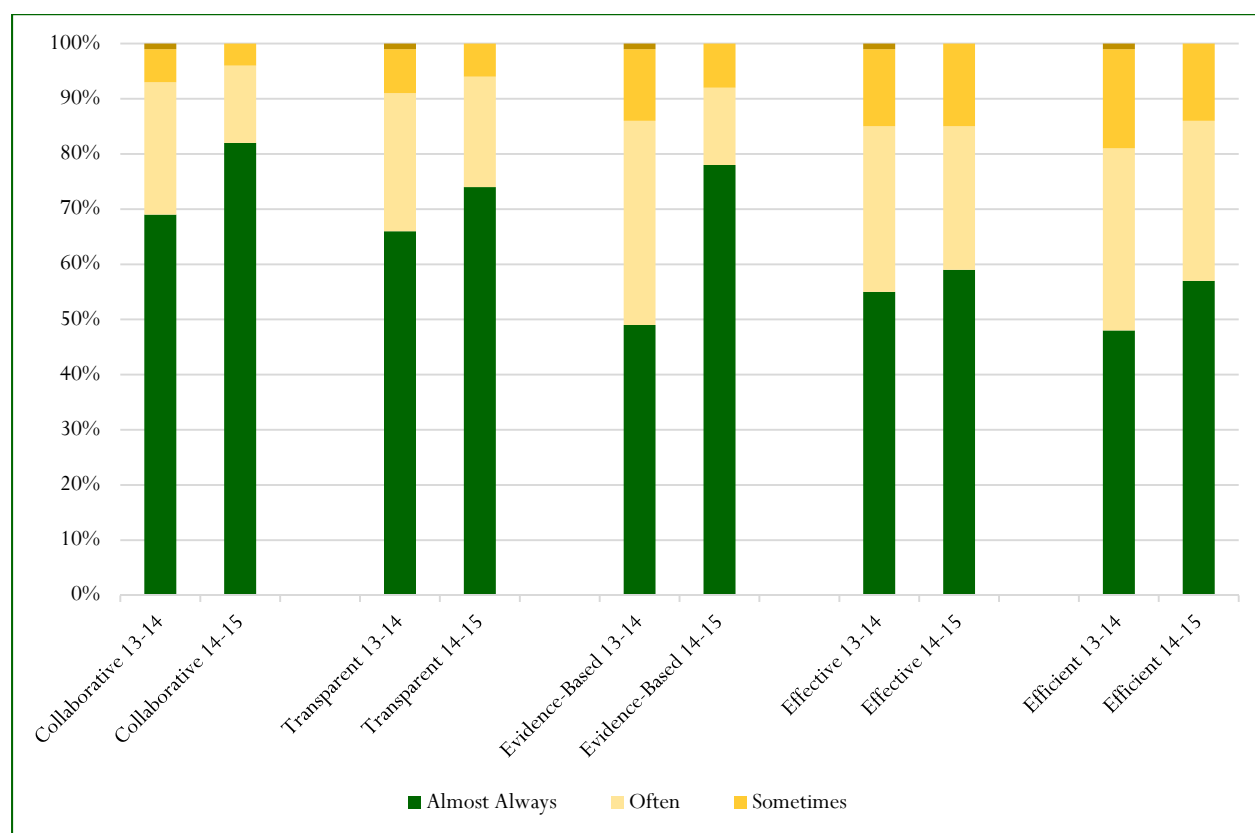
Table 4 shows respondents generally agreed that the processes, interaction, and outcomes of the committee were almost always or often collaborative (96%), transparent (94%), evidence-based (92%), effective (86%), and efficient (86%). None of the respondents selected Seldom and Almost Never to describe the processes, interactions or outcomes of the committee.

**Table 4: Committee member responses to characteristics reflected in the processes, interactions, and outcomes of the committee**

Statement	Almost Always		Often		Sometimes		Seldom		Almost Never		No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Collaborative	40	81.6%	7	14.3%	2	4.1%	0	0.0%	0	0.0%	0	0.0%	49
Transparent	36	73.5%	10	20.4%	3	6.1%	0	0.0%	0	0.0%	0	0.0%	49
Evidence-Based	38	77.6%	7	14.3%	4	8.2%	0	0.0%	0	0.0%	0	0.0%	49
Effective	29	59.2%	13	26.5%	7	14.3%	0	0.0%	0	0.0%	0	0.0%	49
Efficient	28	57.3%	14	28.6%	7	14.3%	0	0.0%	0	0.0%	0	0.0%	49

Figure 4 compares the responses in Table 4 to the responses from the previous year. All responses saw an increase in percentage or respondents selecting “almost always” from the previous year, and there were notable increases in the percentage of respondents who agreed the process interactions, and outcomes of the committee were evidence-based (29%) and collaborative (13%).

**Figure 4: Comparison of committee member responses to characteristics reflected in the processes, interactions, and outcomes of the committee between current year to previous year**



Using a four-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree), respondents were asked to rate their perception of the committee's communication practices. As illustrated in Table 5, the majority of respondents agreed or strongly agreed that their ideas were treated with respect (98%), there were sufficient opportunities to provide input on the committee (98%), and they were comfortable contributing ideas (98%). None of the respondents strongly disagreed with any of the statements. Figure 5 further illustrates the significant increase from last year among respondents who strongly agreed with these statements about the communication practices on the committee. The percentage of respondents who strongly agree on each communication increased by 11%, 12%, and 13%, respectively.

**Table 5: Committee communication practices**

Level of agreement with statements about your service on this committee:	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
I feel comfortable contributing ideas	39	79.6%	9	18.4%	1	2.0%	0	0.0%	49
I have opportunities to provide input	41	83.7%	7	14.3%	1	2.0%	0	0.0%	49
My ideas are treated with respect	41	83.7%	7	14.3%	1	2.0%	0	0.0%	49

**Figure 5: Comparison from previous year of committee members who strongly agree about the communication practices**

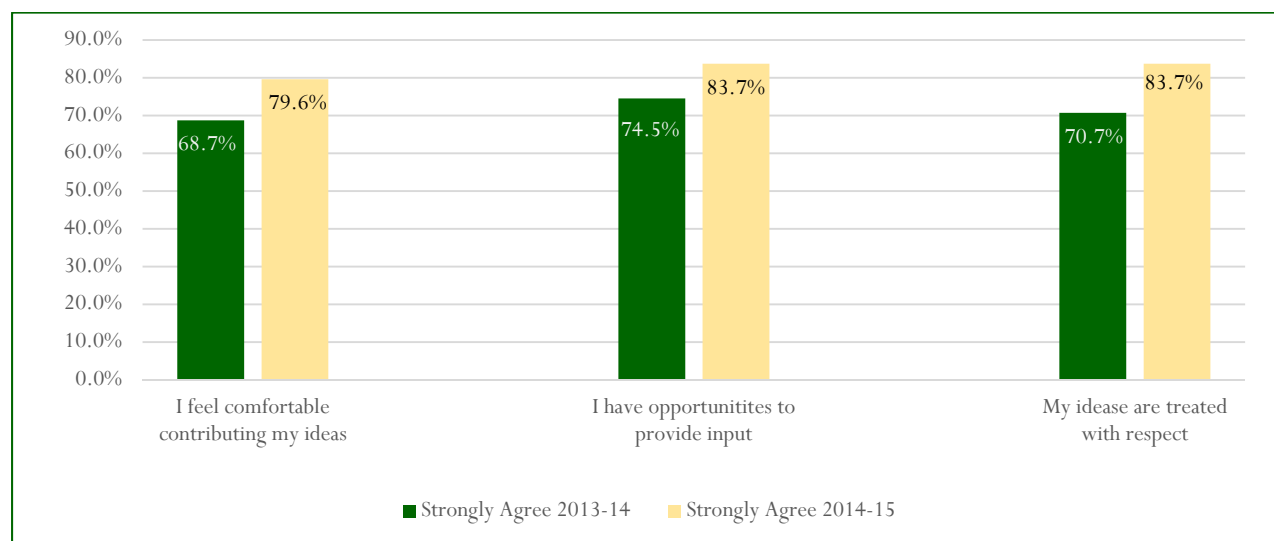
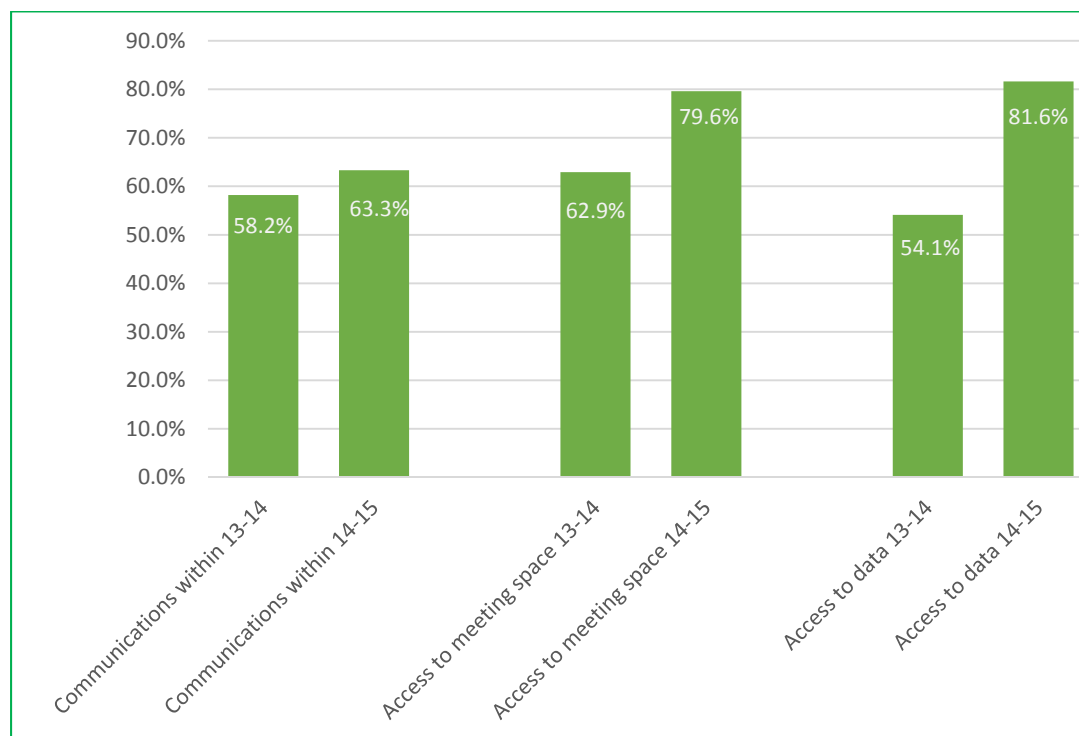


Table 6 illustrates respondent's evaluation of their committee's governance, operations, member relations, communication with constituencies, resources, and conduct using a six-point Likert scale (Very Good, Good, Fair, Poor, Very Poor, and No Opinion). Overall, committee members responded positively to all statements related to the work the committee completed during the 2014-2015 academic year. From last year the areas that improved were clarity of charge, communication within the committee, access to data, access to meeting space, and adherence to established expectations. This year the areas that did not score as high are in information from committee to constituency groups, information from constituency groups to committee, communications from committee to campus, access to other resources, training, and establishment of expectations for the committee. Figure 6 illustrates an increase in the percentage of respondents who rated the following as very good: access to data (54% to 82%, a 27% increase), access to meeting space (63% to 80%, a 17% increase), communications within committee (58% to 73%, a 15% increase).

**Table 6: Responses to committee work overall**

Statement	Very Good		Good		Fair		Poor		Very Poor		No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Clarity of charge	29	59.2%	14	28.6%	4	8.2%	1	2.0%	0	0.0%	1	2.0%	49
Communications within committee	31	63.3%	16	32.7%	2	4.1%	0	0.0%	0	0.0%	0	0.0%	49
Information from committee to constituency groups	17	34.7%	21	42.9%	4	8.2%	2	4.1%	0	0.0%	5	10.2%	49
Information from constituency groups to committee	13	26.5%	29	42.9%	7	14.3%	1	2.0%	0	0.0%	7	14.3%	49
Communications from committee to campus	17	34.7%	21	42.9%	6	12.2%	0	0.0%	0	0.0%	5	10.2%	49
Access to data	40	81.6%	7	14.3%	1	2.0%	0	0.0%	0	0.0%	1	2.0%	49
Access to meeting space	39	79.6%	6	12.2%	4	8.2%	0	0.0%	0	0.0%	0	0.0%	49
Access to other resources	26	53.1%	15	30.6%	4	8.2%	0	0.0%	0	0.0%	4	8.2%	49
Training/mentoring committee members	10	20.8%	13	27.1%	4	8.3%	1	2.1%	0	0.0%	20	41.7%	48
Establishment of expectations for committee	20	40.8%	16	32.7%	7	14.3%	2	4.1%	0	0.0%	4	8.2%	49
Adherence to established expectations	24	49.0%	14	28.6%	5	10.2%	1	2.0%	0	0.0%	10	10.2%	49

**Figure 6: Very good responses to select statements**



Finally, committee members had the opportunity to share their thoughts on what they consider to be their committee's most significant accomplishment for the year, description of the accomplishments, the improvements most needed, and any additional comments they wanted to share. Some common themes emerging from the comments were the completion of committee work, improved functioning of the committee, and communication. In addition, utilizing the SLO cloud, improvements to plans and accreditation were commonly referenced as major accomplishments for the committees this year.

The following is a complete list of all comments which have been organized by topic for each of the areas. Respondents also identified most needed improvements by committees. Some of the topics included attendance, participation, and progress. Respondents were also able to provide any additional comments.

**Committee's most significant accomplishment this year:**

- **Completion of or progress of committee's work**
  - SSSP Criteria Discussion, Review student equity plan, and priority registration.
  - Accreditation; SLO cloud
  - Clearly defining of Learning Communities and other options to pursue better schedules.
  - Communicating progress of workgroups, including grant applications.
  - Coordinating Learning Community and sequenced class
  - Developed a vision and a strategy that includes the whole campus
  - Discussion and adjustment of policies
  - Finalized equity plan
  - Goals and objectives, and QEI's
  - Identifying Learning Community each semester
  - Implement new mission, begin work toward updating and researching Educational Master Plan
  - Improvements to the PPR web tool. In addition, the decision to copy over PPR to complete annual plan.
  - Input on new outcomes assessment tool, development of plan for posting meeting minutes (transparency), served as a focused voice to the President and campus at large on issues related to accreditation.
  - Internally wrapping our efforts around a unified cohort practical strategies movement. Operationally it's significant we have grown and we have an amazing boss.
  - Learning Community Handbook, LC action plan, growth in number of LCs for Spring 2016. Moving forward with college wide objectives.
  - Professional Development strategy 2015-2016
  - Priority registration process
  - Priority registration process created by subcommittee.
  - Priority registration process, student equity plan, student success report, revision to the SSEEM charge to include learning assessment data to inform decision-making.
  - Putting together the Learning Community handbook sent a good number of people to return
  - SLO cloud, accreditation
  - SSSP and equity plans
  - The participation rate in planning was the highest ever. Only two units did not complete their program review/annual plan.
- **Improved functioning of committee**
  - Draft EMP plan, goals, and objectives
  - Draft revised EMP
  - Drafting updated strategic directions, goals and objectives.
  - Finishing the first draft of Educational Master Plan
  - Organization focus team
  - Preparing for the accreditation visit
  - Prepping for accreditation visit.
  - Refocusing committee objectives.



- Resolving accreditation issues making SLOs available with the cloud
- Responded to the external evaluation report, hosted the external evaluation team.
- Starting to develop plan.
- **Communication**
  - Approved everything
  - Discussion on priority registration.
  - Planning and conversations that were new from past years. Then new coordinator.

The following is a complete list of comments by respondents when asked to describe how their committee's accomplishments align with the Crafton Hills College Strategic Directions, ILOs, and/or GEOs. All responses were broken down by each strategic direction. Most comments referred to Strategic Direction 3 – Best Practices for Teaching and Learning.

#### **Description of Committee's accomplishments aligning with the Crafton Hills College strategic Direction's ILOs, and or GEOs:**

- **Strategic Direction 1 – Student Access and Success**
  - Discussion and support for the following: Increase access, increase course success, increase math and English put through rate, increase degree and certificate completion, increase transfer rates.
  - Strategic Direction 1
  - They align with student access and success. Enrollment management, inclusiveness, effective efficient, transparent.
- **Strategic Direction 2 – Inclusiveness**
  - The committee has moved and continuing to move towards creating a viable PH plan, it's also aligning itself to the equity plans etc.
  - The committee's work this term helped to foster a greater sense of inclusion on the campus. Often, the committee's efforts were directed at soliciting input from all constituents (internal and external to the campus). The professional development, in-service, and flex activities proposed or sponsored by the committee added value to the campus culture and helped to strengthen the dialogue around Outcomes and Accreditation.
- **Strategic Direction 3 – Best Practices for Teaching and Learning**
  - Cloud SLO's map to ILO and CEO's accreditation is central to smart plan.
  - Incorporation ILO and GEO's into EMP
  - Provide direction for the ILO's GEO's
  - The accomplishments of this committee this year has been the point "committee" addressing ILO's and GEO's.
  - The committee's accomplishments of the SLO cloud and the accreditation align with the SDs, ILOs, and GEOs.
  - The committee has included SLO's and GEO's in the educational master plan and then consideration in the change.
  - The committee's charge focus on improving institutional participation in assessment.
  - The improved participation rate aligns with the following Strategic Directions: Student Access and Success: Inclusiveness: Best Practices for Teaching and Learning: Enrollment Management: Effective, Efficient, and Transparent Processes; and Organizational Development. With nearly 100% of units participating, programs are laying the foundation for student success and access by actively and meaningfully evaluating their programs through inclusive and transparent processes. Additionally, the units are closing the loop on their SLO assessments within their program review documents, and using SLO assessments to develop goals, objectives, and resource requests to help improve student learning. This allowed our committee to use wide breadth of data, including ILO and GEO outcomes in prioritizing objectives for the 2015-2016 resource allocation process.

- **Strategic Direction 5 – Community Value**
  - Engaged
- **Strategic Direction 6 – Effective, Efficient and Transparent Process**
  - Collaborative learning
  - The committee sets the strategic directions collaboratively.
  - The committee worked to resolve issues pointed out by the accreditation process to the committee.
  - We help organize resources with plans; we develop campus community; we support collaborative decision making.
- **Not sure/Not applicable**
  - I cannot ☹
  - Not sure
  - Since this committee is more of an oversight committee this question is not really relevant.
- **Other**
  - Good
  - The committee charge aligns with strategies.
  - The committee approves
  - Work is taken directly from above.

**Improvement most needed by Committee:**

- **Continued progress on committee work**
  - I believe that committee members could do better at being prepared for unit interviews. For example, committee members can aim to have at least one compliment and one question prepared for each unit. This will improve effectiveness of the interview time, and improve the committee's overall outcomes.
  - Need to strengthen the direction and purpose of committee
  - Take the draft EMP to constituencies before it is finalized.
  - The charge is overly broad, in my opinion.
  - The committee needs to focus on implementing the Student Equity Plan, and finding and implementing an effective Student Educational Planning module.
  - We need stronger, more effective "work groups" with in SSEEM
- **Need for better attendance**
  - More consistent attendance from all members, including student representation.
  - Time management either end meeting at 1pm or lengthen meeting times officially.
  - Widening interest and involvement in LC's.
- **Need for increased quality participation**
  - Better participation of faculty
  - Finding folds to teach LC courses
  - More participation by faculty (Other than [Name])
- **Need for improved internal or external communications**
  - Communication to the importance of this HTG with its members. Where is everyone? There needs to be more sub group work.
  - Encouraging the District Office to address concerns cited in Accreditation process.
- **No improvements needed**
  - N/A
  - No issues, no suggestions.
  - None
  - None...lots of hardworking members are on this committee
  - This committee is organized

**Additional Comments:**

- Great committee; great energy!
- I feel that committee discussions were not accurately relayed to constituency groups during the year, so I would hope that in the future committee members would strive to more accurately convey committee discussions with our constituency groups with the intent to continuously improve the institution and our programs.
- I love being on this committee
- I love our PD leadership
- I think there is a disconnect with the purpose/role of what this committee is supposed to be doing and what it is doing.
- I'm getting group of the working of this group
- This committee is extremely well organized and productive it has been a pleasure to be part of it everyone has been very welcoming
- This committee is great to be on